

# A C Moore Elementary

333 Etiwan Ave.  
Columbia, S. C. 29205

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	297 Students	
<b>Principal</b>	Quantina Haggwood	803-343-2910
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Dr. Jasper Salmond	803-231-7556

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	52	29	2	0

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	Yes

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located. 95.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**

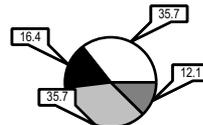
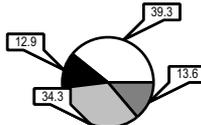
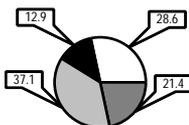
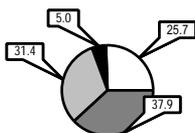
English/Language Arts

Mathematics

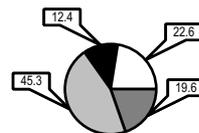
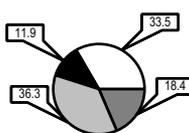
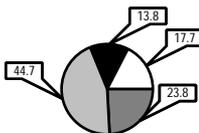
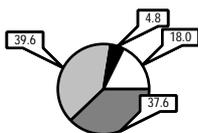
Science

Social Studies

**Our School**



**Elementary Schools with Students like Ours**



**Definition of Critical Terms**

- Advanced** Very high score; very well prepared to work at next grade level; exceeded expectations
- Proficient** Well prepared to work at next grade level; met expectations
- Basic** Met standards; minimally prepared, can go to next grade level
- Below Basic** Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	158	97.5	24.1	32.1	38.7	5.1	48.9	Yes	Yes
<b>Gender</b>									
Male	72	95.8	27.1	32.2	35.6	5.1	47.5		
Female	86	98.8	21.8	32.1	41.0	5.1	50.0		
<b>Racial/Ethnic Group</b>									
White	62	93.6	5.7	26.4	58.5	9.4	71.7	Yes	Yes
African American	76	100.0	35.2	42.3	21.1	1.4	29.6	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	127	98.4	16.4	33.6	43.6	6.4	58.2		
Disabled	31	93.6	55.6	25.9	18.5	0.0	11.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	158	97.5	24.1	32.1	38.7	5.1	48.9		
<b>English Proficiency</b>									
Limited English Proficient	16	100.0	36.4	0.0	54.5	9.1	63.6	I/S	I/S
Non-Limited English Proficient	142	97.2	23.0	34.9	37.3	4.8	47.6		
<b>Socio-Economic Status</b>									
Subsidized meals	85	100.0	38.0	35.2	25.4	1.4	31.0	Yes	Yes
Full-pay meals	73	94.5	9.1	28.8	53.0	9.1	68.2		

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	158	98.7	28.1	37.4	21.6	12.9	45.3	Yes	Yes
<b>Gender</b>									
Male	72	98.6	29.5	36.1	18.0	16.4	45.9		
Female	86	98.8	26.9	38.5	24.4	10.3	44.9		
<b>Racial/Ethnic Group</b>									
White	62	96.8	10.9	29.1	34.5	25.5	70.9	Yes	Yes
African American	76	100.0	42.3	45.1	11.3	1.4	25.4	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	127	98.4	20.0	38.2	26.4	15.5	54.5		
Disabled	31	100.0	58.6	34.5	3.4	3.4	10.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	158	98.7	28.1	37.4	21.6	12.9	45.3		
<b>English Proficiency</b>									
Limited English Proficient	16	100.0	18.2	45.5	9.1	27.3	36.4	I/S	I/S
Non-Limited English Proficient	142	98.6	28.9	36.7	22.7	11.7	46.1		
<b>Socio-Economic Status</b>									
Subsidized meals	85	100.0	39.4	43.7	9.9	7.0	29.6	Yes	Yes
Full-pay meals	73	97.3	16.2	30.9	33.8	19.1	61.8		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	158	98.1	38.4	34.8	13.8	13.0	26.8
<b>Gender</b>							
Male	72	97.2	40.0	28.3	15.0	16.7	31.7
Female	86	98.8	37.2	39.7	12.8	10.3	23.1
<b>Racial/Ethnic Group</b>							
White	62	95.2	13.0	35.2	25.9	25.9	51.9
African American	76	100.0	57.7	36.6	2.8	2.8	5.6
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	127	97.6	29.4	38.5	15.6	16.5	32.1
Disabled	31	100.0	72.4	20.7	6.9	0.0	6.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	158	98.1	38.4	34.8	13.8	13.0	26.8
<b>English Proficiency</b>							
Limited English Proficient	16	100.0	45.5	27.3	9.1	18.2	27.3
Non-Limited English Proficient	142	97.9	37.8	35.4	14.2	12.6	26.8
<b>Socio-Economic Status</b>							
Subsidized meals	85	100.0	56.3	33.8	2.8	7.0	9.9
Full-pay meals	73	95.9	19.4	35.8	25.4	19.4	44.8
<b>Social Studies</b>							
All Students	158	97.5	34.3	36.5	12.4	16.8	29.2
<b>Gender</b>							
Male	72	97.2	31.7	36.7	13.3	18.3	31.7
Female	86	97.7	36.4	36.4	11.7	15.6	27.3
<b>Racial/Ethnic Group</b>							
White	62	93.6	17.0	24.5	22.6	35.8	58.5
African American	76	100.0	46.5	47.9	2.8	2.8	5.6
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	127	97.6	29.4	36.7	12.8	21.1	33.9
Disabled	31	96.8	53.6	35.7	10.7	0.0	10.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	158	97.5	34.3	36.5	12.4	16.8	29.2
<b>English Proficiency</b>							
Limited English Proficient	16	100.0	36.4	36.4	18.2	9.1	27.3
Non-Limited English Proficient	142	97.2	34.1	36.5	11.9	17.5	29.4
<b>Socio-Economic Status</b>							
Subsidized meals	85	100.0	47.9	42.3	5.6	4.2	9.9
Full-pay meals	73	94.5	19.7	30.3	19.7	30.3	50.0

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	44	100.0	17.1	29.3	39.0	14.6	53.7
	4	57	100.0	24.5	37.7	34.0	3.8	37.7
	5	44	100.0	38.1	40.5	19.0	2.4	21.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	58	100.0	10.4	29.2	56.3	4.2	60.4
	4	49	95.9	22.5	35.0	35.0	7.5	42.5
	5	51	96.1	37.8	33.3	24.4	4.4	28.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	44	100.0	26.8	34.1	17.1	22.0	39.0
	4	57	100.0	35.8	32.1	22.6	9.4	32.1
	5	44	100.0	33.3	35.7	21.4	9.5	31.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	58	100.0	22.9	41.7	25.0	10.4	35.4
	4	49	98.0	22.5	30.0	27.5	20.0	47.5
	5	51	98.0	32.6	41.3	15.2	10.9	26.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
8								
2005	3	58	100.0	27.1	43.8	18.8	10.4	29.2
	4	49	98.0	22.5	40.0	22.5	15.0	37.5
	5	51	96.1	57.8	24.4	2.2	15.6	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
8								
2005	3	58	100.0	31.3	39.6	18.8	10.4	29.2
	4	49	98.0	20.0	40.0	12.5	27.5	40.0
	5	51	94.1	45.5	31.8	6.8	15.9	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 297)</b>				
First graders who attended full-day kindergarten	98.1%	Down from 100.0%	100.0%	100.0%
Retention rate	1.0%	Down from 1.2%	2.9%	3.0%
Attendance rate	95.8%	Down from 95.9%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%	Down from 3.5%	3.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%	Down from 3.5%	3.0%	3.2%
Eligible for gifted and talented	28.0%	Up from 25.8%	14.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.9%	Down from 10.4%	8.4%	8.2%
Older than usual for grade	0.0%	No change	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 30)</b>				
Teachers with advanced degrees	60.0%	Up from 57.1%	53.3%	52.6%
Continuing contract teachers	66.7%	Down from 78.6%	85.7%	83.3%
Highly qualified teachers	92.6%	Up from 91.7%	93.5%	93.5%
Teachers with emergency or provisional certificates	4.2%	Down from 8.7%	0.0%	0.0%
Teachers returning from previous year	79.0%	Up from 78.9%	88.3%	87.0%
Teacher attendance rate	93.6%	Down from 94.2%	95.1%	95.0%
Average teacher salary	\$45,629	Up 6.6%	\$41,906	\$41,703
Prof. development days/teacher	17.1 days	Down from 21.9 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 16.7 to 1	19.0 to 1	18.8 to 1
Prime instructional time	87.5%	Down from 89.4%	90.0%	89.8%
Dollars spent per pupil*	\$7,711	Up 16.6%	\$6,054	\$6,242
Percent of expenditures for teacher salaries*	75.1%	Down from 76.2%	67.0%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Excellent	Excellent	Good
* Prior year audited financial data are reported.				
		<b>Our District</b>	<b>State</b>	
Highly qualified teachers in low poverty schools		91.6%	89.4%	
Highly qualified teachers in high poverty schools		89.4%	90.1%	
		<b>State Objective</b>	<b>Met State Objective</b>	
Highly qualified teachers in this school		65.0%	Yes	
Student attendance in this school		95.3%	Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

A.C. Moore exemplifies a feeling of excellence that is sensed when one enters the school. From the colorful work products that fill the halls to the outstanding arts programs seen after school, visitors can sense that students truly have a chance to grow in an environment that fosters creativity and knowledge.

In a recent survey of parents, more than 90 percent of them surveyed were happy with the program their child received here and believed the school was an excellent school. Test scores are on the rise in all areas, volunteer hours donated exceeded 10,000 hours, and donations from the community increased to record heights.

The Writing Improvement Network of S.C. designated our school as a South Carolina Exemplary Writing School through 2004, and the staff continued to implement the writing principles that made our program exemplary. Also in 2004, A. C. Moore was awarded the Healthy Schools Award in all categories. Additionally, the school received the South Carolina Red Carpet Award in 2004, which is given to schools that have shown excellence in working with their student families and offering outstanding responses to the needs found there. Lastly, A.C. Moore was named as a "School of Promise" with Flagship status by the South Carolina Association of School Administrators. This designation is given to schools that have satisfied critical criteria demonstrating the school's desire to foster good citizens of the future.

The mandates of the federal law called "No Child Left Behind" required the school to continue to make changes. Perhaps the greatest one affected students in English as a Second Language and students with severe academic disabilities who had to prepare for PACT testing at grade level. Even though the student population has 14 nationalities represented and 52% are on free- or reduced-lunch status, the school successfully met 17 national indicators, called Annual Yearly Progress, in 2004. The PACT scores increased by double digit numbers overall, and discipline incidents continued to remain low.

In the academic area, class sizes again averaged 18 students per teacher in grades 1-3. Accelerated Math and reading programs were expanded to grades 2-5. Math and science remained a focus, using various math and science programs to challenge all students. To increase the percentage of students earning Advanced scores on PACT, the curriculum is being redesigned to maximized learning, using an integrated thematic instructional model. In the fall of 2004, teachers extended their use of differentiated learning techniques in lessons to better meet the needs of all students. Through staff training designed to increase rigor in the instructional program, the school expects to see scores rise.

Cynthia Detuelo, Principal  
Jeff Thordahl, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	25	42	24
Percent satisfied with learning environment	83.3%	76.2%	73.9%
Percent satisfied with social and physical environment	100.0%	72.5%	83.3%
Percent satisfied with school-home relations	92.0%	90.5%	69.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.